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ABSTRACT

This manual outlines specific guidelines for testing students for Education Consolidation Improvement Act (ECIA) Chapter 1 eligibility in the Austin (Texas) Independent School District in 1985-86. Section 1 states that all students in Chapter 1 schools must be tested annually and must score at or below the 30th percentile for their grade level to qualify for Chapter 1. Section 2 gives instructions on preparing a roster for identifying Chapter 1 students, with a sample. Selection procedures to identify Chapter 1 students are listed in Section 3, and special testing instructions are given in Section 4. Section 5 provides general directions for administering the Tests of Basic Experiences-2 (TOBE-2) to kindergarten students attending Chapter 1 schools without a fall 1985 ITBS language score. General directions for administering the California Achievement Tests (CAT) are reviewed in Section 6. Section 7 is a sample form letter designed to inform school staff of Chapter 1 eligibility guidelines. A form to be used for communicating feedback about the manual is also provided. (KSA)

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1985-86

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CONFIDENTIAL INFORMATION

The test score information provided in this document is confidential. It is provided for use by AISD professional staff only. Its unauthorized use by other persons is not permissible under current law. This packet must be returned to ORE (Adm. Bldg., Box 79) at the end of the 1985-86 school year.

TABLE OF CONTENTS

Section:

I. Criteria for Chapter 1 Eligibility 1

II. Roster for Identifying Chapter 1 Students 2

III. Student Selection Procedures 5

IV. Special Testing Procedures 7

V. General Directions for Administering the Tests of Basic Experiences-2 (TOBE-2) 9

VI. General Directions for Administering the California Achievement Tests (CAT) 11

VII. Chapter 1 Information Letter for School Staff 13

VIII. Comment Form 14

The brown envelope at the end of the manual contains a set of microfiche. These microfiche contain the spring 1985 percentiles for AISD students in grades K-6.

Section I

Criteria for Chapter 1 Eligibility

All students in Chapter 1 schools must be tested annually for Chapter 1 eligibility. To be eligible for Chapter 1 services, students must score at or below the 30th percentile for their grade level in Reading Total (grades 1-6) or Language (grade K).

Retainees, special education students, and LEP students may be served by Chapter 1 if they have an achievement test score at or below the 30th percentile.

Remember:

1. Serve students with the lowest scores first,
2. No student with a test score above the 30th percentile may be served,
3. Do not remove students from Chapter 1 service--a student should be served for the whole year so that sustained help can ensure long-term benefits, and
4. The PAL test is not a valid test for determining eligibility for Chapter 1.

Section II

Roster for Identifying Chapter 1 Students

The Roster for Identifying Chapter 1 Schools is a computer printout which contains a listing of all students scheduled to attend your school in 1985-86. Students with test scores are ranked according to their April 1985 Iowa Tests of Basic Skills (ITBS) percentile score, regardless of grade level. The following pages contain a sample copy of the Chapter 1 roster and instructions for its completion.

There are three groups of students noted on the printout. These groups in order of appearance are:

- Students who scored at or below the 30th percentile,
- Students without test scores, and
- Students who scored above the 30th percentile.

The roster has been printed with extra space between the listed names, so you can write in the names of students who were not originally scheduled to attend your school and those whose special test score altered their rank order.

The roster will be maintained by the Chapter 1 teacher at your school who is designated as the Chapter 1 contact person. We recommend that you use the roster as your "master list," adding students in their proper rank-ordered position as their scores become available. Draw a line through the names of students who no longer attend your school.

All students listed without scores must be tested according to the special testing procedures described in this manual (see Section IV) except for:

- Grade K students (they will be given the ITBS by the District in September). Please do not hand-score grade K ITBS tests.
- Grade 1 students without kindergarten ITBS scores who attend schools which administer the Metropolitan Readiness Tests (MRT) in September.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

Note: Students' names have been removed to maintain confidentiality

(175) BLUEBONNET ELEMENTARY ROSTER FOR IDENTIFYING CHAPTER 1 STUDENTS, 1985-86 PAGE 1

*CLASSIFICATION CODES (CC)
A,B,C,D,OR E = LEP DOMINANCE
F = FORMER MIGRANT
M = CURRENT MIGRANT
P = EARLY CHILDHOOD IN 1984-85
R = RETAINEE
S = SPECIAL ED
X = CHAPTER 1 IN 1984-85

THIS PRINTOUT LISTS STUDENTS WHO ARE EXPECTED TO BE IN YOUR SCHOOL THIS YEAR. THEY ARE LISTED ACCORDING TO THEIR APRIL, 1985, ITBS SCORES (GRADE 1 - LANGUAGE TOTAL %ILE, GRADES 2-6 - READING TOTAL %ILE). STUDENTS WITHOUT TEST SCORES MUST BE TESTED AND ARE LISTED BELOW, FOLLOWING THOSE WITH SCORES. (SEE THE ELIGIBILITY MANUAL FOR ADDITIONAL INFORMATION.)

**SERVICE LOC CODE (SLC)
1 = PULLOUT
2 = MOSTLY PULLOUT
3 = BOTH
4 = MOSTLY CLASS
5 = CLASS

CHAPTER 1 TEACHER CODE	STUDENT NAME	*CC		STUDENT NUMBER	1985-86 GRADE	ITBS %ILE	SPECIAL TESTING %ILE	CHAPTER 1 SERVICE ENTRY DATE	CHAPTER 1 SERVICE WITHDRAWAL DATE	**SLC	MINUTES SCHEDULED CH 1 INSTR.
********** THESE STUDENTS ARE ELIGIBLE FOR CHAPTER 1 SERVICE.											
139		E	X	7777777	5	1		9-4-85		5	45
139				2222222	4		1	9-5-85		5	40
528			X	8999999	4	32	1	9-4-85		4	35
610	NAME WAS CHANGED BY PARENTS	C	X	9999999	6	1		9-4-85		1	45
528		D		3333333	6	2		9-4-85		5	35
139		M		9999998	4		2	9-6-85	10-14-85	4	40
			X	6666666	5	2					
139		R	X	8888888	6	2		9-5-85		3	40
139				7777771	5		3	9-9-85		5	45
610		S		4444444	6	2		9-5-85		4	35
610		C	X	5555555	6	3	42	9-4-85	11-15-85	4	35

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SAMPLE ROSTER

3

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Instructions for Completing the Chapter 1 Roster

Please read these instructions and follow them carefully.

CHAPTER 1 TEACHER CODE:
- Enter the appropriate code number for the Chapter 1 teacher providing services to this student.

STUDENT NAME:
- Go down the roster and cross out all students who did not actually enroll in your school.
- Please add the names of students who are enrolled but are not on the roster in the proper position based on their percentile scores, regardless of grade.

CLASSIFICATION CODE(CC):
- Use the scale posted to the top left of the roster to designate a student's special status, if any, if it is not already printed out.

STUDENT NUMBER:
- Enter the student's identification number.

1985-86 GRADE:
- Enter the student's grade level for the 1985-86 school year if adding a new student. For students with grade levels printed, check for correctness.

ITBS %ILE:
- Enter the ITBS percentile if it is available and not listed.

SPECIAL TESTING %ILE:
- Enter the special testing percentile score (if special testing is done).

CHAPTER 1 SERVICE ENTRY DATE:
- Enter the first date of Chapter 1 service.

CHAPTER 1 SERVICE WITHDRAWAL DATE:
- Enter the last date of Chapter 1 service.

SERVICE LOCATION CODE (SLC):
- Use the scale posted at the top right of the roster to designate the location of Chapter 1 service for each student.

MINUTES SCHEDULED CH. 1 INSTR:
- Enter the number of minutes per day student is scheduled for Chapter 1 instruction.

Please correct information on the printout as needed.

Section III

Selection Procedure

The steps below describe the procedures you should use to identify Chapter 1 students.

Step 1. Make the following adjustments to the roster.

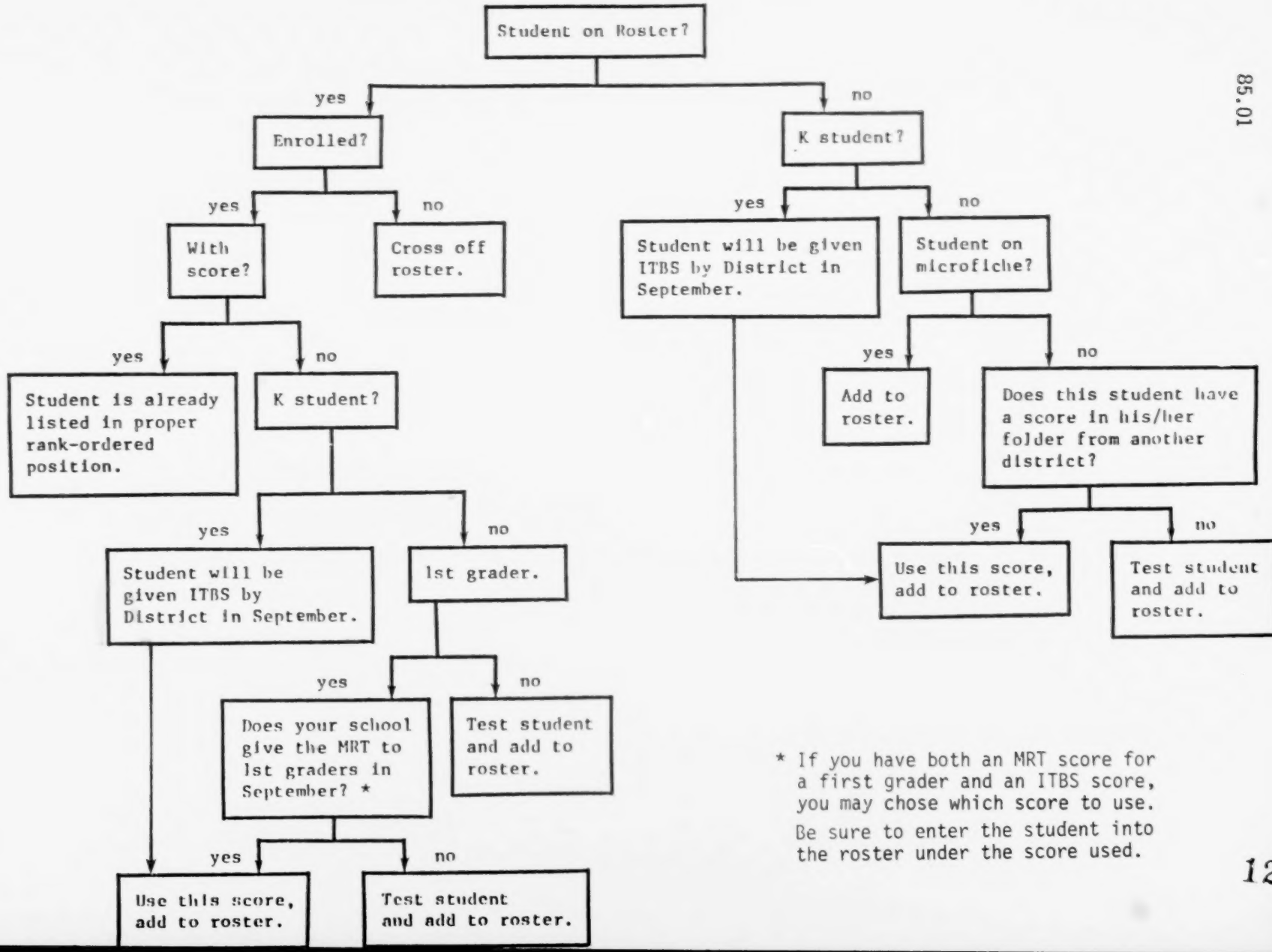
- Cross out students who did not actually enroll in your school.
- Grade K students should be added to the roster based on their fall 1985 ITBS percentile score.
- Make a list of students who are enrolled but not on the roster (grades 1-6 only). Check the microfiche at the end of the manual to see if these students have a test score on record. If so, add their names to the printout in the correct position, according to their percentile score.
- Students without scores must be tested and then added to the roster in the correct position, according to their percentile score.

Step 2. Start at the top of the roster and select students up to your school's participant number. (Not more than 50 students per Chapter 1 teacher).

- Do not select students who scored above the 30th percentile

The following page contains a flow chart describing the Chapter 1 selection procedure.

Flowchart Summarizing Selection Procedures



* If you have both an MRT score for a first grader and an ITBS score, you may chose which score to use. Be sure to enter the student into the roster under the score used.

Section IV

Special Testing

Students eligible for special testing are those who:

- Do not have valid spring semester test scores on file with the District, or
- Received test scores that are clearly discrepant from the level of achievement they demonstrate in the classroom.

Students in grade K meeting the above criteria may be tested with the Tests of Basic Experiences-2 (TOBE-2). Instructions for administering the TOBE-2 are given in Section V of this manual. Testing with the TOBE-2 can begin anytime after the fall administration of the Iowa Tests of Basic Skills.

Students in grades 1-6 meeting either of the above criteria may be tested with the California Achievement Test (CAT). Testing for these students may begin any time after the first day of school. Instructions for administering the CAT are given in Section VI of this manual. If your school plans to administer the Metropolitan Readiness Tests (MRT) to first graders you may wish not to test these students at this time.

The student's special test score from the TOBE-2, CAT, or the MRT must be noted on the Chapter 1 roster.

Remember, students who score at or below the 30th percentile on any of these tests are eligible for Chapter 1 service even if their ITBS score is above the 30th percentile.

If a student's special test score is different from his/her previous test score, move the student to a different location on the roster by order of his/her special test score.

If the student tested was new to the District add his/her name to the roster by order of his/her percentile rank score. Also include other requested information, such as identification number, grade level, special test score, etc.

A Special Test Record must be completed for each student who was special tested. A copy of the Special Test Record is noted on the following page. The directions for completing this form are self-explanatory. The yellow copy must be returned to ORE immediately after the student is tested. The original is for the Chapter 1 contact person to keep for the school's records.

SPECIAL TEST RECORD
SPECIAL TESTING OF STUDENTS FOR CHAPTER 1 ELIGIBILITY

PROCEDURE:

1. Fill in the identifying information in Section A.
2. Record the student's most recent test information in Section B.
3. In Section C check the reason the student was tested.
4. Obtain the principal's signature for Section D.
5. In Section E record the result of the special test.
6. **Retain white copy for your records. Please return YELLOW copy IMMEDIATELY after testing to:**

Catherine Christner
Office of Research and Evaluation
Administration Building, Box 79

A. Identifying Information

Name: _____ ID# _____

School: _____ Grade _____

B. Previous Test Information

Test	Score	Year of Administration

C. Reason for Special Testing (check only one)

___ 1. New to AISD
___ 2. Discrepancy between test score and classroom performance
___ 3. No previous score
___ 4. Local Support Team Referral
___ 5. Discrepancy between recent test scores
___ 6. Change in LEP status
___ 7. Special education
___ 8. Other _____

D. Principal's Signature

_____

E. Test Results

Test: _____ Percentile Score _____

Date of Testing : _____

Extra forms are available from Natalie Rodgers at 458-1229.

Section V

General Directions for Administering the Tests of Basic Experiences-2 (TOBE-2)

All kindergarten students attending a Chapter 1 school without a fall 1985 ITBS language score must be tested with the TOBE-2 Language, Level K test. The following is a brief outline of the necessary steps to accomplish this activity.

1. Review the TOBE-2 Level K Examiner's Manual
2. Review the Norms and Technical Data Book
3. Become familiar with all testing materials, especially the practice test and the TOBE-2 Language Test
4. Administer the Practice Test (optional)
5. Administer the TOBE-2 Language Test

After testing:

The table on the following page converts raw scores to percentile scores. To use the table, go down the column labeled Language Raw Score until you come to the score earned by the student. Then read across until you come to the column corresponding to the month in which the test was administered. For example, if you administered the test to a new student in January and that student has a raw score of 12, read down the Language Raw Score column until you reach 12. Then read across to the column titled, Dec.-Feb. The number "10" is at the point of intersection, so the student scored at the 10th percentile. Record the test results on the Chapter 1 Roster.

Complete a Special Test Record for each student tested. If a student scores at or below the 30th percentile either serve that student (if there is an opening) or place that student on the Chapter 1 waiting list, rank-ordered by percentile score.

Additional copies of the Examiner's Manual, the Data Book, practice tests, and TOBE-2 Language Tests can be obtained by calling Natalie Rodgers at 458-1227.

TOBE-2 RAW SCORE TO PERCENTILE CONVERSION TABLE

LANGUAGE RAW SCORE	PERCENTILES BY NORMING DATE		
	SEPT-NOV	DEC-FEB	MARCH-MAY
26	99	99	96
25	98	95	87
24	95	88	75
23	90	79	63
22	85	70	53
21	78	61	44
20	71	53	36
19	65	46	30
18	57	39	24
17	50	33	19
16	44	27	15
15	37	22	12
14	30	17	9
13	25	13	6
12	19	10	5
11	15	7	3
10	11	5	2
9	8	3	2
8	6	2	1
7	4	2	1
6	2	1	1
5	1	1	1
4	1	1	1
3	1	1	1
2	1	1	1
1	1	1	1
0	1	1	1

Figure 1. TESTS OF BASIC EXPERIENCES-2 (TOBE-2) NORMS TABLE.
Use this table to convert raw scores to percentiles.

Section VI

General Directions for Administering the California Achievement Tests (CAT)

Prior to administering the CAT be sure that you have sufficient time to administer the test. Figure 2 lists the amount of time needed for testing by grade level.

Grade Level	Total Time	Preliminary Activities	Number of Subtests	All Subtests Working Time
Level 11	68 min.	5 min.*	3	63 min.
Level 12	80 min.	5 min.*	4	75 min.
Level 13	80 min.	5 min.*	4	75 min.
Level 14	59 min.	5 min.*	2	54 min.
Level 15	59 min.	5 min.*	2	54 min.
Level 16	59 min.	5 min.*	2	54 min.

*The time for preliminary activities will probably vary some with the age of the student. You may wish to fill out the identifying information on each booklet ahead of time, especially for students in primary grades.

Figure 2. CALIFORNIA ACHIEVEMENT TESTS ADMINISTRATION TIMES FOR GRADES 1-6.

Preparation for Testing

The following steps should be completed before test administration:

1. Review the appropriate CAT Examiner's Manual.
2. Review the appropriate Norm Tables. Each grade level has norms in a separate volume.
3. Become familiar with the test booklets for each grade level. (The answer sheets are included in the test booklets for grades 1-3.)

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Calculation of CAT Percentile Scores

In the rear of each norm booklet there is a table entitled, Raw Score to Percentile Rank and Stanine. Use the appropriate table corresponding to the month in which you are administering the test. For example, if you are testing a second grader in November, use the volume with Norms Tables for level 12. This table is located under the heading, Raw Score to Percentile Rank and Stanine; Beginning of Grade 2: 2.0 to 2.2 (September, October, November). **(Please note: there is a particular table to use for each testing period.)**

To calculate a student's percentile score, follow these steps:

- Compute the student's Total Reading raw score (Total Reading raw score = Reading Vocabulary + Reading Comprehension). (We do not recommend the CAT conversion scale technique),
- Turn to the proper table and go down the column titled, Total Read until you come to the student's score,
- Move across to the left until you come to the column entitled, Percentile Rank. (The number in this column is the student's percentile score.)
- Use this score to determine the student's position on the Chapter 1 Roster.
- If a student scores at or below the 30th percentile either serve that student (if there is an opening) or place that student on the Chapter 1 waiting list, rank-ordered by percentile score. Complete a Special Test Record for each student tested.

Additional copies of the Examiner's Manual, Norms booklets, answer sheets, and additional test booklets can be obtained by calling Natalie Rodgers at 458-1227.

Section VII

Chapter 1 Information Letter for School Staff

The following form letter is provided at the request of several Chapter 1 teachers. This letter is designed to inform school staff of Chapter 1 eligibility guidelines.

TO: School Staff

FROM: Chapter 1 Teacher(s)

SUBJECT: Chapter 1 Eligibility

The following information is provided to clarify the eligibility requirements for the Chapter 1 Program.

To be eligible for Chapter 1 reading services, students must score at or below the 30th percentile for their grade level in Reading (grades 1-6) or Language (grade K).

All students in Chapter 1 schools must be tested annually for Chapter 1 eligibility. The Chapter 1 teachers are responsible for listing all students on each school's Chapter 1 roster. Please inform the Chapter 1 contact person of new students who enroll during the school year. The Chapter 1 contact person at our school is _____.

Retainees, special education students, and LEP students may be served by Chapter 1 if their achievement test score is at or below the 30th percentile. Migrant students scoring at or below the 30th percentile may also be served if there is no Migrant program at our school.

Percentile rank scores from the following tests are acceptable for determining Chapter 1 eligibility:

TOBE-2 - Kindergarten
MRT - grade 1
CAT - grades 1-6
ITBS - grades K-6

Please contact the Chapter 1 contact person for more information. We look forward to working with you.

Section VIII

COMMENT FORM

Please use this form to communicate your comments about this manual. Your comments will be considered in revising future editions.

Clarity _____

_____

_____

Accuracy _____

_____

_____

Completeness _____

_____

_____

Organization _____

_____

_____

General Comments: _____

_____

_____

_____

_____

Thank you for your cooperation. Please mail your comments to:

Catherine Christner
Office of Research and Evaluation
Administration Building, Box 79

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